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ABSTRACT

This packet contains four Competency-Based Adult Education/English as a Second Language (ESL) lessons in the health content area designed for beginning level students. Each lesson revolves around one central character who, in the course of the four lessons, successfully performs four life-coping skills: (1) calling for a doctor's appointment, (2) visiting the doctor, (3) filling a prescription, and (4) going to the Emergency Room. Contents of each lesson include statement of purpose, list of outcomes, pre-post test with means of evaluation, and suggested instructional resources and activities. Within the instructional activities is a section titled "Required level of English" specifying what language content the student should be familiar with in terms of reception and production, prior to using the lesson. The lessons are keyed to two major ESL basic texts--New Horizons and ESL--A New Approach for the 21st Century. Each lesson contains some or all of the following skill areas: listening/speaking, reading, writing, computation, problem-solving, and cultural information. Parts of the lesson available in the native language are indicated. (Address is cited.) Translations are available in the four most common languages in Illinois: Spanish, Vietnamese, Korean, and French. (VLB)

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ED193432

**COMPETENCY-BASED
ADULT EDUCATION/
ENGLISH AS A SECOND LANGUAGE
MODULES: HEALTH**

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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OE 026 477

NATIVE LANGUAGE SUPPORT MATERIALS

Native language translations of the blue sheets in these health modules are available on loan from:

ESL/AE Statewide Service Center
500 South Dwyer Avenue
Arlington Heights, Illinois 60005

As an additional product of a special project under the Federal Adult Education Act, these materials may be reproduced locally. Please indicate which language(s) you desire when ordering: Spanish, Vietnamese, Korean and/or French. Arrangements may also be made to purchase these materials on a moderate, cost-recovery basis. Please contact the Service Center for specific information.

Acknowledgments

The Special Project for Professional Development in Competency-Based Adult Education (CBAE), sponsored by Northern Illinois University and funded through the Adult and Continuing Education Section of the Illinois Office of Education, undertook among its goals to facilitate the dissemination of materials for life skills instruction within the state. In keeping with this objective, the project has provided that the materials included in this package be prepared for printing and dissemination.

These four CBAE/ESL modules were developed by Illinois English as a Second Language (ESL) teachers who participated in the 1978-1979 Teacher Training Workshops in Competency-Based Adult Education. I wish to thank Caroline S. Dobbs, Pat Hunsaker, Michael G. Kelly, Gina Ketchel, Francis Mullin, Carol Kilbourne Papierski, Victoria H. Rodriguez, Adena Staben, and Carmen T. Tolhurst for their fine work in writing these health lessons for limited English speaking adults. I am also grateful to Nancy Webb and Adena Staben for their supporting illustrations.

Finally, I greatly appreciate the work of Linda G. Mrowicki, ESL consultant to the project, whose expertise and leadership made possible the development of these lessons.

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Special Project for Professional Development
in Competency-Based Adult Education
Springfield, Illinois 62777
May, 1979



INTRODUCTION

This packet contains four CBAE/ESL lessons developed by ten participants in the 1978-1979 Illinois CBAE Project. The entire packet was designed for beginning level students. The content area chosen by the project participants was health. Each lesson revolves around one central character - Mrs. Guerra - who, in the course of the four lessons, successfully performs the life-coping skills of calling for a doctor's appointment, visiting the doctor, filling a prescription, and going to the Emergency Room. The purpose of the lessons is to prepare the limited English speaker to perform these life-coping skills successfully in a real life situation.

Each lesson (module) contains: a statement of purpose, a list of outcomes, a pre-post test with a means of evaluation, and suggested instructional resources and activities. Within the instructional activities is a section called "Required Level of English." This section specifies what language content the students should be familiar with, in terms of both reception and production, prior to using the lesson. In order to assist programs in deciding where these lessons could be incorporated into their curriculum, these lessons are keyed with the lessons from two major ESL basic texts - New Horizons and English as a Second Language - A New Approach for the 21st Century.

The instructional components of the lessons are similar to the framework set up by the University of Texas APL Project. Each lesson contains some or all of the following skill areas: Listening/Speaking, Reading, Writing, Computation, and Problem-Solving. The seventh skill area, Interpersonal Relations, was found to be too narrow for the needs of the limited English speaker. Therefore, this area was expanded into a Cultural Information area which better fits the needs of the limited English speaking student. The change was made because the students need to learn not only how to interact effectively both verbally and nonverbally, but they must also become familiar with the way our culture operates. For example, in teaching ESL students the life-coping skill of filling a prescription, it is necessary not only to teach the language necessary for performing the skill but also to make the students aware of the function and the importance of a prescription. In the U.S., you need a prescription to buy most medicines; in many other countries you do not. This cultural information provides an explanation of the operations for that specific skill in the U.S. Once this is known, the students can focus on learning the verbal and nonverbal aspects of "interpersonal relations."

The activities within each skill area are especially designed for the beginning level student. In these lessons, the underlying principle for developing the activities was that the students should be learning the language skills they will need in everyday situations. This encompasses the receptive skills of listening comprehension and reading and the productive skills of speaking and writing. What makes these lessons unique is that they focus on and discriminate among the actual language students will have to listen to, the language they will have to speak, the language they will have to read, and the language they will have to write.

In the area of listening/speaking, the students learn to understand what people will be saying to them, and the students learn to produce what they will have to say. In an Emergency Room, for example, the receptionist asks the patient questions when s/he's filling out the forms. In such a situation, the student will be the patient, not the receptionist. Therefore, the listening/speaking activity in the lesson focuses on teaching the students to understand the oral questions and to answer the questions, briefly and correctly. The activity does not require the students to produce the actual questions.

In the area of reading, the students are asked to demonstrate comprehension by writing short answers or by drawing pictures. In one lesson, the reading objective is to teach the students how to read the directions on medicine labels. Comprehension is checked by having the students draw pictures of the proper dosage. Every student, even those who have difficulty in writing, can demonstrate his/her ability to read labels.

Answering questions with brief responses, such as "Yes," "No," and "At 3:00," in lieu of full sentence responses also serves this purpose. These response formats demonstrate comprehension without requiring that students have the ability to produce a lot of English. Such activities can be done with the very beginning student.

A second feature which makes the lessons especially suitable for beginning level students is the provision for native language support materials. In order to develop life-coping skills, a student must understand many concepts. The beginning level student cannot afford to wait six months or longer until his/her level of English is sufficient to comprehend an explanation of the concepts in English. Because of this, a concept which might not be understood when presented in English can be presented in the native language in these lessons. Portions of the lessons which are complex but important for the students to understand, such as the "Outcomes" section, are to be provided in other languages. In addition, those vocabulary items which cannot be clearly illustrated, defined, or demonstrated in English are to be translated into other languages. A statement such as "May cause nausea or drowsiness" is found on many medicine labels. Because it is difficult to explain this statement in English clearly to the very beginning student, a translation is to be made available.

The parts of the lesson which are to be available in the native language have been printed on blue paper. An instructor can choose to use translations if s/he feels that 1) the students cannot understand the material in English and 2) the information is appropriate to the needs of the students. Presently, translations are being done in the four most common languages in Illinois - Spanish, Vietnamese, Korean, and French.

The participants in the CBAE Project hope that you will find these lessons valuable for your students. Should you have any questions concerning the use of these materials, please feel free to contact me, Linda Mrowicki, at the Indochina Teacher Training Center, 500 S. Dwyer, Arlington Heights, Illinois 60005.

Linda G. Mrowicki
ESL Consultant - CBAE Project

CBAE/ESL MODULE

Calling for a Doctor's Appointment

written by: Adena Staben

illustrated by: Nancy Webb
Adena Staben

Consultant: Linda G. Mrowicki



PURPOSE: To prepare the learners to make a doctor's appointment by phone.

OUTCOMES:

1. LISTENING/SPEAKING

The learners will be able to describe their symptoms orally and make a convenient appointment to see a doctor.

2. READING

The learners will be able to use the yellow pages of a phone book to find the name of a suitable doctor.

3. WRITING

The learners will be able to write the appropriate information about a doctor's appointment - the date, time, doctor's name and address - on a calendar.

4. PROBLEM-SOLVING

The learners will be able to arrange a mutually convenient appointment time.

5. COMPUTATION

The learners will be able to compute the cost of an office visit.

CULTURAL INFORMATION

The learners will become aware that if they wish to see a doctor, they must first make an appointment. If they are very sick, they should go to an out-patient clinic or the emergency room of a hospital.

EVALUATION:

LISTENING/SPEAKING, WRITING, PROBLEM-SOLVING

The learners are asked to role-play a telephone conversation between themselves and a doctor's receptionist (the instructor). Given a card which lists several symptoms, the learners must identify themselves, describe their symptoms, make a convenient appointment time, and note the date, time, and place of the appointment on their calendars with 100% accuracy.

READING

Given four situations, the learners will be able to choose a suitable doctor with 100% accuracy.

COMPUTATION

The learners will be able to compute the cost of four office visits with 100% accuracy.

INSTRUCTIONAL RESOURCES AND ACTIVITIES

A. REQUIRED LEVEL OF ENGLISH

Receptive: Yes/No questions with present tense of "be"
Wh questions ("What & How much") with "be"
Affirmative present tense statements with "want", "need",
"have", and "cost"
Imperative statement with "spell"

Productive: Affirmative statements with present tense of "be"
Affirmative statements with present tense of "have"

Use with classroom texts:

New Horizons: After Unit 10, Book Two.

English as a Second Language - A New Approach for the 21st Century:
After Lesson 12.

B. INSTRUCTIONAL ACTIVITIES

I. CULTURAL INFORMATION

If the students' level of English is high enough, the students may read the cultural information silently. Afterwards, they can discuss the points presented.

If the students are unable to read this section in English, the instructor may wish to provide the students with this information by giving them translations. After reading this section in their native language, the students may wish to exchange brief comments either in their native language or in English.

II. DIALOG

A. Oral Presentation

1. The instructor should present the dialog orally, using the appropriate visual. Students should listen only.
2. The instructor then focuses on any new words. In this lesson, the following words might need to be introduced:

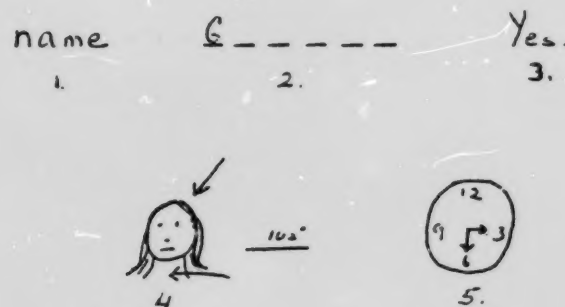
office
appointment
patient

temperature want vs. need
degrees
convenient

The instructor then asks the students to identify, describe, define, explain or give a related word for the new vocabulary. If the students cannot provide a suitable definition of a word, the instructor should then do so. After all the words have been discussed, the instructor should model the words orally with the students repeating until their pronunciation is satisfactory.

3. The instructor should present the dialog orally. Again the students listen only.
4. The instructor performs the dialog again but this time the students repeat Mrs. Guerra's lines. In performing the dialog, the instructor reads BOTH roles, but the students repeat only Mrs. Guerra's lines.

The instructor may wish to draw the following visual cues on the blackboard to assist the students in remembering their part. Each cue stands for one of Mrs. Guerra's lines.



5. After the entire class has practiced Mrs. Guerra's part several times, the instructor performs the dialog again with one or a few of the more proficient students in the role of Mrs. Guerra.

B. Reading Practice

1. The instructor reads the entire dialog orally with the students following along silently.
2. The instructor reads the dialog line by line with the class repeating.
3. The instructor assigns individual students a role to read orally.

C. Oral Practice in Pairs

1. The class should be divided into pairs. Student A reads the role of the receptionist while Student B plays the role of Mrs. Guerra without the use of the paper.
2. The students reverse roles. Student B reads the receptionist's lines, while Student A practices Mrs. Guerra's part without the text. Students practice until they feel comfortable with Mrs. Guerra's role.

D. Dialog Variation

1. The instructor orally performs both roles. Students do not look at the text.
2. The instructor performs the dialog again. This time the students repeat Mrs. Guerra's part.

3. The instructor performs the role of the receptionist with the class performing the role of Mrs. Guerra.
4. The instructor performs the role of the receptionist with an individual performing the role of Mrs. Guerra.
5. After this practice, students read the Dialog Variation silently. (Should the instructor feel that the students have not yet mastered the role of Mrs. Guerra in the Dialog Variation, the instructor can direct the students to practice orally in pairs.

E. Guided Practice in Pairs

1. The instructor divides the students into pairs. The "receptionists" should be provided with slips of paper that contain information about the appointment time. (This information should be different from that in the dialog.) An example of a slip of paper for this lesson would be one that contained "Thursday at 4:00 PM".
2. Students can practice in pairs at the same time or students can perform in front of the entire class. Once again - "receptionists" may use the text; "Mrs. Guerra's" may not.

III. PROBLEM SOLVING

Using the calendar in the text, the instructor asks the students if a certain day and time are convenient for an appointment. Students respond "yes" or "no".

IV. Writing

The instructor dictates a day and time (eg. April 26th, 8 AM). Students write the appointment in the appropriate place on the calendar.

V. READING

A. Vocabulary Exercise (For receptive learning)

1. The instructor reads the words orally. The students repeat. The instructor should give the students time to study the new words by using the illustrations, definitions, or native language support materials. (The instructor should also go over the definitions in greater detail if s/he feels the students do not understand the meaning of the words at this time.)

2. The instructor explains the instructions for the exercise. The students complete the exercise silently and individually. Students' answers should be checked by the instructor before proceeding to the other Reading exercises.

B. Reading Exercises

First, the instructor should explain the instructions. Students then complete the exercises silently and individually. Students' answers should be checked by the instructor either in class or after class.

VI. COMPUTATION

The instructor should explain the instructions. Students complete the exercise silently and individually. Students' answers should be checked by the instructor either in class or after class.

CULTURAL INFORMATION

Mrs. Guerra is sick. She needs to see a doctor. She knows that in the United States if you want to see a doctor, you must make an appointment first. You make the appointment by calling the receptionist and setting the date and time with her.

If you are very sick and must see a doctor immediately, you should go to an out-patient clinic or the emergency room of a hospital. Here you do not need to make an appointment, but in these places the doctors only treat people who are very sick.

Nat. Lang. Support
Available

DIALOG



Receptionist: Dr. Beck's office. May I help you?

Mrs. Guerra: My name is Maria Guerra. I want to make an appointment with Dr. Beck.

Receptionist: Please spell your last name for me, Mrs. Guerra.

Mrs. Guerra: G-U-E-R-R-A.

Receptionist: Are you a new patient?

Mrs. Guerra: Yes, I am.

Receptionist: What's the matter Mrs. Guerra?

Mrs. Guerra: I have a headache and a sore throat.
My temperature is 102 degrees.

Receptionist: The doctor can see you tomorrow at 3:30.
Is that convenient?

Mrs. Guerra: Tomorrow ...At 3:30 ... Yes, that's convenient.

Thank you.

Receptionist: You're welcome. Good-bye.

Mrs. Guerra: Good-bye.

DIALOG VARIATION

Receptionist: Dr. Beck's office. May I help you?

Mrs. Guerra: My name is Mrs. Guerra. I want to make an appointment with Dr. Beck.

Receptionist: Please spell your last name for me, Mrs. Guerra.

Mrs. Guerra: G-U-E-R-R-A.

Receptionist: Are you a new patient?

Mrs. Guerra: Yes, I am.

Receptionist: What's the matter, Mrs. Guerra?

Mrs. Guerra: I have a headache and a sore throat.
My temperature is 102 degrees.

Receptionist: The doctor can see you tomorrow at 3:30.
Is that convenient?

Mrs. Guerra: No, it's not convenient. I need an appointment after 3:30.

Receptionist: Can you come at 4:15 tomorrow?

Mrs. Guerra: Yes, that's fine.

Problem-Solving - Answer your teacher's questions.

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23 30	24 CAR IN GARAGE - REPAIRS	25	26 work 9:00 - 3:30	27 work 9:00 - 3:30	28	29 19																																																																																				

WRITING - Listen to your teacher. Write the day and time for your doctor's appointment.

SUN	MON	TUE	WED	THU	FRI	SAT
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						21

Calendar.

APRIL 1978

READING

A. Vocabulary - Study the words below.

1. gynecologist - A doctor for women.



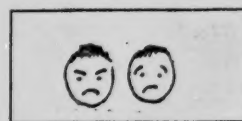
2. pediatrician - A doctor for babies and young children.



3. obstetrician - A doctor for pregnant women.



4. psychologist - A doctor for a person with emotional problems.



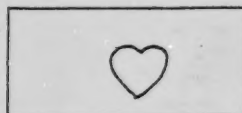
5. ophthalmologist - A doctor for a person with eye problems.



6. orthopedist - A doctor for bone problems.



7. cardiologist - A doctor for heart problems.

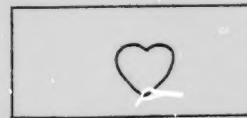


8. general practitioner / family practitioner - A doctor for all problems.



Draw a line connecting the name of each doctor to the correct picture.

1. gynecologist



2. ophthalmologist



3. cardiologist



4. obstetrician



5. pediatrician



6. family practitioner



B. Read the page from a phone book.

Find the name of a doctor and his phone number for each of the kinds of doctors listed below.

Fraerman Saml H
Orthopedic Surgery
24 Hour Telephone Service
1170 Park Av W Highld Pk-----433-3700
Frank Gerald
Internal Medicine
24 Hour Answering Service
1616 Grand Wkgn-----623-8818
Freeland John P MD SC
Practice Limited To Internal Medicine
1616 Grand Av Wkgn-----623-0032
If No Ans Call Res-----Wkgn-336-4804
Freeman Ronald L
Practice Limited To The Eye
503 E Park Av Librtvyl-----367-7080
If No Ans-----HighldPk-432-4593
Friedman Murray MD SC
Family Practice
521 Greenwd Wkgn-----244-0220
If No Ans-----Wkgn-DE 6-8000
Fuentes Sergio L
Physician & Surgeon
Hours By Appointment
107 Centr Graysik-----223-4661
107 Centr Graysik-----223-4664
For Emergency Serv Only
-----Graysik-BA 3-0702
Fulton James E Jr
Dermatology
17 W 434 Roosvit Oakbrk Tr----832-2706
Gaida O H
Practice Limited To
Obstetrics & Gynecology
550 N Midlothian Mundleln-----566-1010

Gamez Ramon
Practice Limited-Neurological Surgery
Hours By Appointment
24 Hour Telephone Service
135 Greenlf Gurnee-----244-5660
Gandhi Asha
Obstetrics & Gynecology
1105 W Park Av Librtvyl-----362-3131
Gardner Wm M
Prac Limited To Obstetrics & Gynecology
Hours By Appointment
24 Hour Telephone Service
700 N Westmoreland Lk Forest--234-9110
Gavery G Raymond MD SC
Family Practice
Rt 45 Librtvyl-----362-9050
Gelperin Jules MD Ltd
Practice Limited To
Psychiatry And Psychoanalysis
Adolescents And Adults
1893 Sheridon Rd Highld Pk-----432-5484
If No Ans Call Res-----HighldPk-432-6871
Giron Oscar
Internal Medicine
By Appointment Only
135 Greenleaf Gurne-----336-7500
Glickstein Milton
1950 Sheridan Highind Pk-----433-3880
Goldman Barry
Practice Limited To Pediatrics
Hours Daily 9 To 5 By Appointment
1800 Grand Wkgn-----244-1375

	<u>Name of a doctor</u>	<u>Phone Number</u>
1. orthopedist	_____	_____
2. gynecologist	_____	_____
3. family practitioner	_____	_____
4. psychologist	_____	_____
5. pediatrician	_____	_____

C. Answer the questions.

Wineberg Julius J
Practice Limited To Pediatrics
Hours Daily 9 To 5 By Appointment
1800 Grand Wkgn-----244-1375

1. Is Dr. Wineberg a doctor for women? _____
2. Is Dr. Wineberg a doctor for children? _____
3. What is the doctor's phone number? _____
4. What is the doctor's address? _____

Tolwinsky Nathan MD
Obstetrics & Gynecology
935 Glen Flora Wkgn-----623-6666

5. Is Dr. Tolwinsky a doctor for women? _____
6. Is Dr. Tolwinsky a doctor for eye problems? _____
7. What is Dr. Tolwinsky's phone number? _____
8. Is Dr. Tolwinsky's office in North Chicago? _____
9. Is Dr. Tolwinsky's office in Waukegan? _____

Friedman Murray MD
Family Practice
521 Greenwd Wkgn-----244-0220
If No Ans-----Wkgn-336-8000

10. Is Dr. Friedman a doctor for eye problems? _____
11. Is Dr. Friedman a doctor for everyone in the family? _____
12. What is Dr. Friedman's phone number? _____
13. If Dr. Friedman's office is not open, what phone number can you call? _____
Is this number also in Waukegan? _____

D. Read the information from the Yellow Pages. Answer the questions.

Baron Ronald B
Practice Limited To Psychiatry
1964 Sheridan HighlPk-----432-7007

Falls Hugh C
Prac Limited To Obstetrics & Gynecology
Hours By Appointment
24 Hour Telephone Service
700 N. Westmoreland Lk Forest--234-9110

Fried Walter I
Practice Limited To The Eye
Suite 100-Hours By Appointment
24 Hour Answering Service
2634 Grand Wkgn-----662-4016

Goldman Barry
Practice Limited To Pediatrics
Hours Daily 9 To 5 By Appointment
1800 Grand Wkgn-----244-1375

Andaya Eulogio
General Practice
Hours By Appointment
1721 N. Sheridan Rd N Chgo-----689-8688
If No Ans-----Chgo-782-1100

Miller Steven D
General Dentistry-Suite 113
10 Phillip Road Vernon Hills-----367-9330

1. Mr. Cepeda needs a check-up for his job.

Which doctor is right for Mr. Cepeda? _____

2. Mrs. Bakhurji's daughter Tajji is sick. Tajji is three years old.

Which doctor is right for Tajji? _____

3. Chun Ja Kim has a toothache.

Which doctor is right for Chun Ja? _____

4. Mr. Phan has sore eyes. His eyes are red all the time.

Which doctor is right for Mr. Phan? _____

5. Elena Montejo is pregnant.

Which doctor is right for Elena? _____

6. Slobodan Pesic is very sad all the time. He has many problems.

He has a stomachache every day.

Which doctor is right for Slobodan? _____

COMPUTATION

Read the problems. Write the answers.

1. Alberto Garcia has a backache. He has an appointment with Dr. Jerome. The doctor wants to take an X-ray of Alberto's back. An office visit costs \$40. An X-ray costs \$10.

How much money does Mr. Garcia need? _____

2. Mrs. Phan has two children, Anh and Mei. The children need check-ups for school. Anh and Mei have appointments with Dr. Broder tomorrow. A school check-up at Dr. Broder's office costs \$15.

How much money does Mrs. Phan need? _____

3. Dragica Pesic needs glasses. Her ophthalmologist, Dr. Menachoff, wants to see Dragica three times for this problem. An office visit is \$20. Glasses cost \$60. Dragica wants to pay for everything on the first visit.

How much money does Dragica need? _____

4. Mrs. Hosseinbeigi has a toothache. Her son Saeed has a toothache. Tomorrow Mrs. Hosseinbeigi and Saeed have an appointment with their dentist, Dr. Sarcha. A dental examination costs \$15. Mrs. Hosseinbeigi doesn't have a car. The bus costs 30¢ for an adult and 15¢ for a child.

How much money does Mrs. Hosseinbeigi need? _____

PRE/POST TEST - READING

Answer the questions.

Baron Ronald B
Practice Limited To Psychiatry
1964 Sheridan HighlPk-----432-7607

Falls Hugh C
Prac Limited To Obstetrics & Gynecology
Hours By Appointment
24 Hour Telephone Service
700 N Westmoreland Lk Forest--234-9110

Fried Walter I
Practice Limited To The Eye
Suite 100-Hours By Appointment
24 Hour Answering Service
2634 Grand Wagon-----662-4016

Goldman Barry
Practice Limited To Pediatrics
Hours Daily 9 To 5 By Appointment
1800 Grand Wagon-----244-1375

Andaya Eulogio
General Practice
Hours By Appointment
1721 N Sheridan Rd N Chgo-----689-8688
If No Ans-----Chgo-782-1100

Miller Steven D
General Dentistry-Suite 113
10 Phillip Road Vernon Hills-----367-9330

1. Mr. Hetland has a sore eye.

Which doctor is right?

2. Mrs. Gray is pregnant.

Which doctor is right?

3. Fahrzad is two years old. She is sick.

Which doctor is right?

4. Danny is five years old. He needs a check-up for school.

Which doctor is right?

SCORE: _____

PRE/POST TEST - COMPUTATION

Answer the questions.

1. Tomas Rivera needs glasses. A visit to his ophthalmologist costs \$15. Glasses cost \$50.

How much money does he need? _____

2. Mrs. Nguyen has three children. They need check-ups for school. A check-up costs \$15.

How much money does she need? _____

3. Mrs. Gandhi is sick. A visit to the doctor costs \$15. She needs some tests. The tests cost \$20.

How much money does she need? _____

4. Mr. Smith has a sore leg. An office visit costs \$25. An X-ray is \$20.

How much money does he need? _____

SCORE: _____

A Visit to the Doctor

written by: Michael G. Kelly, Carol Kilbourne
Papierski, & Victoria H. Rodriguez

illustrated by: Nancy Webb

Consultant: Linda G. Mrowicki



OUTCOMES:

1. LISTENING/SPEAKING

The learners will be able to orally describe their symptoms to a doctor.

2. READING

Given a receipt or bill; the learners will be able to identify the doctor and the patient, how much money has been paid, and in the case of a bill, how much money is due.

3. WRITING - None.

4. PROBLEM-SOLVING - None.

5. COMPUTATION

The learners will be able to compute how much money an individual can pay for a bill at the time of the visit and how much money is due.

CULTURAL INFORMATION

The learners will become aware of the fact that most doctors in the US are men and that women should not feel nervous about removing their clothes and putting the examination gown on.

EVALUATION:

1. LISTENING/SPEAKING

The learners are asked to role-play a conversation between themselves and a doctor (the instructor). Given a card which lists symptoms, the learners will be able to orally describe their symptoms to the doctor with 100% accuracy.

2. READING

Given five questions about a bill and five about a receipt, the learners will be able to answer the questions with 80% accuracy.

3. COMPUTATION

Given five situations, the learners will be able to compute the cost of an office visit, the balance of a bill, and how much a patient can afford to pay with 75% accuracy.

INSTRUCTIONAL RESOURCES AND ACTIVITIES

A. REQUIRED LEVEL OF ENGLISH

Receptive: Present tense questions with "have", "call", "make", "sign",
"give" & "tell"
Imperative statements — "Take (call, open, pay) _____."
Questions — "What (Who) is _____?"
Questions -- "How much _____ is?"
Questions — "How much did _____ pay?"
Affirmative statement — "He must _____."

Productive: Affirmative present tense statement with "have".

USE WITH THE TEXTS: New Horizons: After Unit 3, Book Two.

English as a Second Language - A New Approach for the 21st
Century: After Lesson 14.

B. INSTRUCTIONAL ACTIVITIES

I. DIALOG

A. Oral Presentation

1. The instructor should present the dialog orally, using the appropriate visual. Students should listen only.
2. The instructor then focuses on any new words. In this lesson, the following words might need to be introduced:

fever
prescription

The instructor then asks the students to identify, describe, define, explain or give a related word for the new vocabulary. If the students cannot provide a suitable definition of a word, the instructor should then do so. After all the words have been discussed, the instructor should model the words orally with the students repeating until their pronunciation is satisfactory.

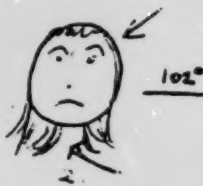
3. The instructor should present the dialog orally. Again the students listen only.
4. The instructor performs the dialog again but this time the students repeat Mrs. Guerra's lines. In performing the dialog, the instructor reads BOTH roles, but the students repeat only Mrs. Guerra's lines.

The instructor may wish to draw the following visual cues on the blackboard to assist the students in remembering their part. Each cue stands for one of Mrs. Guerra's lines.



No.

3



Thank
you.
4.

5. After the entire class has practiced Mrs. Guerra's part several times, the instructor performs the dialog again with one or a few of the more proficient students in the role of Mrs. Guerra.

B. Reading Practice

1. The instructor reads the entire dialog orally with the students following along silently.
2. The instructor reads the dialog line by line with the class repeating.
3. The instructor assigns individual students a role to read orally.

C. Oral Practice in Pairs

1. The class should be divided into pairs. Student A reads the role of the doctor while Student B plays the role of Mrs. Guerra without the use of the paper.
2. The students reverse roles. Student B reads the doctor's lines, while Student A practices Mrs. Guerra's part without the text. Students practice until they feel comfortable with Mrs. Guerra's role.

D. Guided Practice in Pairs

1. The instructor divides the students into pairs. The "doctors" should be provided with slips of paper that contain information questions to ask the patient. An example of a question would be "Do you have a backache?"
2. Students can practice in pairs at the same time or students can perform in front of the entire class. Once again - "doctors" may use the text; "Mrs. Guerra's" may not.

II. CULTURAL INFORMATION

If the students' level of English is high enough, the students may read the cultural information silently. Afterwards, they can discuss the points presented.

If the students are unable to read this section in English, the instructor may wish to provide the students with this information by giving them translations. After reading this section in their native language, the students may wish to exchange brief comments either in their native language or in English.

III. READING

First, the instructor should explain the instructions. Students then complete the exercises silently and individually. Students' answers should be checked by the instructor either in class or after class.

IV. COMPUTATION

The instructor should explain the instructions. Students complete the exercise silently and individually. Students' answers should be checked by the instructor either in class or after class.

DIALOG



Mrs. Guerra is at the doctor's office.
She has an appointment.
She is talking to the receptionist.

Mrs. Guerra: My name is Mrs. Guerra. I have an appointment
with Dr. Beck at 3:30.

Receptionist: O.K., please sit down.

The nurse calls Mrs. Guerra.
She goes into the examination room.



CULTURAL INFORMATION

When Mrs. Guerra entered Dr. Beck's examination room, she got a paper gown that looked like this:



The nurse told her to take off her clothes on the top part of her body and to put on the gown. The gown had to be open either in the front or in the back so that the doctor could check her heart and lungs.

Sometimes it is necessary for a patient to have a physical examination of all parts of the body. This is called a complete physical examination. The patient who needs a complete physical examination must take off all of his or her clothes and put on the gown.

(Mrs. Guerra did not need a complete examination.)

Most doctors in the United States are men. Mrs. Guerra feels nervous about wearing the examination gown, but she knows that the doctor must examine parts of her body so that he can understand her health problem. In this way he can help her feel well.

Doctor: Hi, how are you today?

Mrs. Guerra: Not very well.

Doctor: What's the matter?

Mrs. Guerra: I have a headache and a sore throat. I also have a fever.

Doctor: Let me take your temperature.

Your temperature is 102°. Now open your mouth and say AH.

(Dr. Beck looks in her mouth.)

Do you have an earache or a stomachache?

Mrs. Guerra: No.

Doctor: I'm going to give you a prescription.

Take one tablet every four hours. Take them for three days. Call me if you're still sick.

Mrs. Guerra: Thank you.

READING

Mrs. Guerra wants to pay the bill. She goes to the receptionist.

Mrs. Guerra: How much is it?

Receptionist: \$20.

Mrs. Guerra: I have only \$15.

Receptionist: O.K. Pay \$15 now. We'll bill you later for \$5.

Mrs. Guerra gives the receptionist \$15.

The receptionist makes a receipt, signs it, and gives it to Mrs. Guerra.

This is Mrs. Guerra's receipt.

DOCTOR

PATIENT

Dr. Kenneth Beck 613 N. Elm Waukegan, Ill.	Date <u>1-26-79</u>
Received of <u>Maria Guerra</u> \$ <u>15.00</u>	
<u>Fifteen & ^{no}/_{100's}</u> dollars	
For <u>office visit</u>	
<u>Mary White</u>	

40

Dr. Kenneth Beck
613 N. Elm
Waukegan, Ill.

Date 12-15-78

Received of John Wu \$ 20.00

Twenty & ^{no}/₁₀₀'s dollars

For office visit

Mary White

1. What is the patient's name? _____
2. How much did he pay? _____
3. What is the receptionist's name? _____

Dr. Asha Gandhi
1105 W. Park Ave.
Libertyville, Ill.

Date 4-14-79

Received of Anna Fehrenbach \$ 35.00

Thirty-five & ^{no}/₁₀₀'s dollars

For office visit & blood test

Jean Small

4. What is the doctor's name? _____
5. How much did Anna pay? _____
6. What did she pay for? _____

Dr. Peter Kearney
700 Westmoorland Road
Lake Forest, Ill.

Date 4-24-79

Received of Mehmed Alimi \$ 45.50

Forty-five & ⁵⁰/₁₀₀'s dollars

for office visit & tests

Jane Black

7. Is Mehmed Alimi the doctor? _____
Who is Mehmed Alimi? _____
8. What is the doctor's name? _____
9. What is the date of the visit? _____
10. How much did Mehmed pay? _____

Three days later Mrs. Guerra got a bill for \$5.00.

This is the bill.

Dr. Kenneth Beck
613 N. Elm
Waukegan, Ill.

662-8953

Maria Guerra
2405 Sixth St.
Waukegan, Ill.

4-11-78 Office Visit

\$20.00

PAID

15.00

BALANCE DUE

5.00

Look at the bills and answer the questions.

Dr. Asha Gandhi
1105 W. Park Ave.
Libertyville, Ill.

Alberto Ortiz
103 Pine Street
Libertyville, Ill.

1-27-79	Office Visit	\$20.00
	Tests	25.00
	TOTAL	45.00
	PAID	40.00
	BALANCE DUE	5.00

1. What is the doctor's name? _____
2. What is the total cost? _____
3. How much is the office visit? _____
4. How much are the tests? _____
5. How much did Mr. Ortiz pay? _____

Dr. Michael Kearney
700 W. Moorland Road
Lake Forest, Ill.

Da Nguyen
Florida Drive A-302
Lake Forest, Ill.

2-2-79	Office Visit	\$18.00
	Blood Test	12.00
	TOTAL	30.00
	PAID	5.00
	BALANCE DUE	25.00

6. What is the doctor's address? _____

7. What is the patient's name? _____

8. What test did he have? _____

How much did this test cost? _____

9. What is the total bill? _____

10. How much is the balance? _____

COMPUTATION

Solve the problems below.

1. Mr. Sato goes to the doctor. His bill is \$22.50.
He has \$12.00 but he must keep \$2.50 for the taxi.

How much can he pay? _____

2. Mrs. Nguyen is at the doctor's office.
The receptionist tells Mrs. Nguyen the bill is \$27.00.
She pays \$12.

How much is the balance? _____

3. Mr. Kim is at the doctor's office.
His bill is \$32. He pays \$16.50.

How much is the balance? _____

4. Mrs. Lee goes to the doctor.
Her bill is \$43.00.
She pays \$10.00.

How much is the balance? _____

5. Mrs. Bergmann goes to the doctor.
Her bill is \$18.75. Mrs. Bergmann needs to buy milk and bread.
She needs to keep \$3.00. She has \$15.00.

How much can she pay? _____

PRE/POST TEST - READING

Answer the questions.

Dr. Ruth Wharton
Norridge Medical Center
201 W. Lawrence Ave.
Norridge, Ill. 60203

Date 4-15-79

Received of Juan Rodriguez \$ 12.00
Twelve & ^{no}/₁₀₀'s dollars

For office visit

P. Bright

1. What is the patient's name? _____
2. What is the doctor's name? _____
3. What is the receptionist's name? _____
4. What is the date? _____
5. How much did Juan pay? _____

Dr. Ashwin Shah
103 Drury Lane
Franklin Park, Ill. 60131

Mrs. Tippewan Pham
810 S. Elder Lane
River Grove, Ill. 60171

2-14-79	Office Visit	\$18.00
	Throat test	12.00
	TOTAL	30.00
	PAID	15.00
	BALANCE	15.00

1. What is the patient's name? _____
2. What is the doctor's name? _____
3. How much is the office visit? _____
4. How much is the test? _____
5. How much is the balance? _____

PRE/POST TEST - COMPUTATION

Answer the questions.

1. Miss Joanna Vasilirkis is at the doctor's office.
The receptionist tells Joanna that her bill is \$32.00.
She pays \$16.00.

How much is the balance? _____

2. Mr. José Lopez goes to the doctor.
The bill is \$27.75.
He has \$20.00 with him but he needs \$5.00 for the taxi.

How much can he pay? _____

3. Vickie Papierski goes to the doctor.
Her bill is \$28.50.
She pays \$15.00.

How much is the balance? _____

4. Mrs. Maria Garcia goes to the doctor for a check-up.
The check-up costs \$20.00.
She also has a blood test. The blood test costs \$12.00.

How much is the bill? _____

5. Nguyen Van Than goes to the doctor for a sore throat.
The office visit costs \$25.00.
He pays \$10.00.

How much is the balance? _____

III

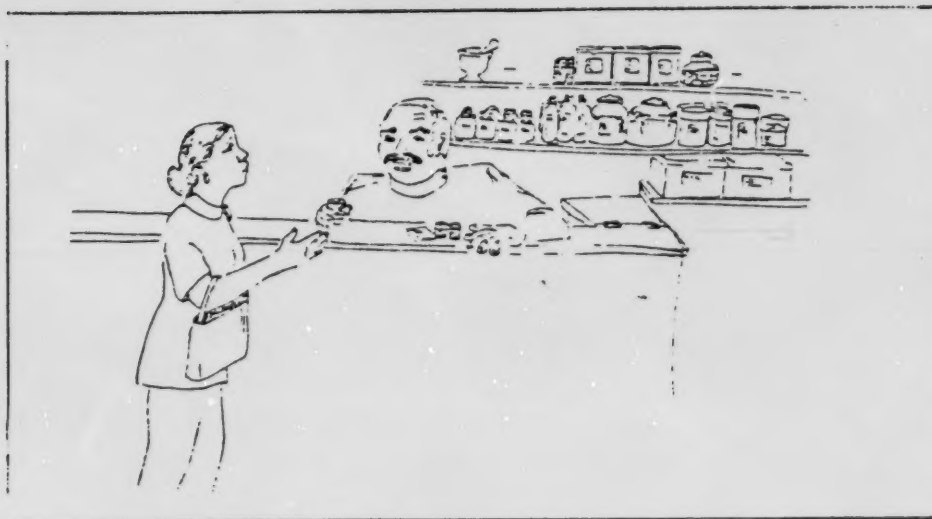
CBAE/ESL MODULE

Filling a Prescription

written by: Gina Ketchel, Adena Staben, &
Carmen T. Tolhurst

illustrated by: Nancy Webb

Consultant: Linda G. Mrowicki



OUTCOMES:

1. LISTENING/SPEAKING

The learners will be able to ask a pharmacist to fill a prescription and they will also be able to ask for the directions for taking the medicine.

2. READING

The learners will be able to follow the directions for taking medicine.

3. WRITING: None.

4. COMPUTATION:

The learners will be able to compute how many days a bottle of medicine will last.

5. PROBLEM-SOLVING

Given certain medical problems, the learners will decide if a visit to a doctor is necessary. Given labels, learners will state if the medicine must be purchased with a prescription.

CULTURAL INFORMATION

The learners will become aware of the fact that in the United States a prescription is necessary to buy most medicines.

EVALUATION:

1. LISTENING/SPEAKING

The learners are asked to role-play a conversation between themselves and a pharmacist (the instructor). The learners will be able to ask the pharmacist to fill a prescription and also to ask the directions for taking the medicine with 100% accuracy.

2. READING

Given four labels, the learners will be able to visually describe how much medicine and what time the medicine should be taken with 100% accuracy.

3. COMPUTATION

Given five situations with different medicines and dosages, the learners will compute how many days the medicine will last with 80% accuracy.

4. PROBLEM-SOLVING

- a. Given two labels, the learners will state if the medicine must be purchased with a prescription with 100% accuracy.
- b. Given five situations, the learners will state if the person should see a doctor with 80% accuracy.

INSTRUCTIONAL RESOURCES AND ACTIVITIES

A. REQUIRED LEVEL OF ENGLISH

RECEPTIVE: Imperative statements — "take" (Give & Come back) _____.
Affirmative, present tense statements with "have", "take" & "be"
Questions — "How many days will he (she) use _____?"
Yes/No questions with present tense of "be"
Affirmative past tense statements with "have"
Affirmative statements with "should"

PRODUCTIVE: Yes/No questions with present tense of "be"
Yes/No questions with present tense of "have"
Questions with "When" + present tense of "take"
Affirmative present tense statements with "have"

USE WITH THE TEXTS:

New Horizons: After Unit 10, Book Two.

English as a Second Language - A New Approach for the 21st Century:
After Lesson 13.

B. INSTRUCTIONAL ACTIVITIES

I. DIALOG

A. Oral Presentation

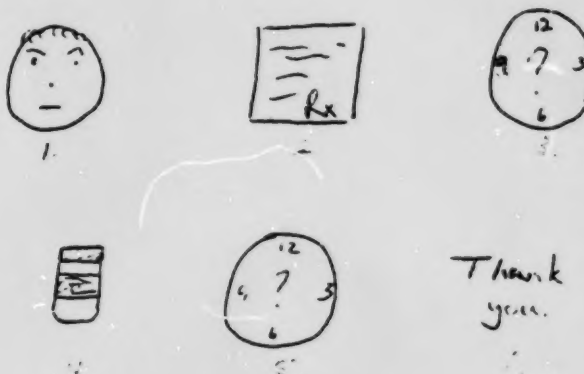
1. The instructor should present the dialog orally, using the appropriate visual. Students should listen only.
2. The instructor then focuses on any new words. In this lesson, the following words might need to be introduced:

pharmacist
ready
fill

The instructor then asks the students to identify, describe, define, explain or give a related word for the new vocabulary. If the students cannot provide a suitable definition of a word, the instructor should then do so. After all the words have been discussed, the instructor should model the words orally with the students repeating until their pronunciation is satisfactory.

3. The instructor should present the dialog orally. Again the students listen only.
4. The instructor performs the dialog again but this time the students repeat Mrs. Guerra's lines. In performing the dialog, the instructor reads BOTH roles, but the students repeat only Mrs. Guerra's lines.

The instructor may wish to draw the following visual cues on the blackboard to assist the students in remembering their part. Each cue stands for one of Mrs. Guerra's lines.



5. After the entire class has practiced Mrs. Guerra's part several times, the instructor performs the dialog again with one or a few of the more proficient students in the role of Mrs. Guerra.

B. Reading Practice

1. The instructor reads the entire dialog orally with the students following along silently.
2. The instructor reads the dialog line by line with the class repeating.
3. The instructor assigns individual students a role to read orally.

C. Oral Practice in Pairs

1. The class should be divided into pairs. Student A reads the role of the pharmacist while Student B plays the role of Mrs. Guerra without the use of the paper.
2. The students reverse roles. Student B reads the pharmacist's lines, while Student A practices Mrs. Guerra's part without the text. Students practice until they feel comfortable with Mrs. Guerra's role.

D. Dialog Variation

1. The instructor orally performs both roles. Students do not look at the text.
2. The instructor performs the dialog again. This time the students repeat Mrs. Guerra's part.
3. The instructor performs the role of the pharmacist with the class performing the role of Mrs. Guerra.
4. The instructor performs the role of the pharmacist with an individual performing the role of Mrs. Guerra.
5. After this practice, students read the dialog variation silently. (Should the instructor feel that the students have not yet mastered the role of Mrs. Guerra in the Dialog Variation, the instructor can direct the students to practice orally "in pairs".)

E. Guided Practice in Pairs

1. The instructor divides the students into pairs. The "pharmacists" should be provided with slips of paper that contain information about the waiting period and the medicine. (This information should be different from that in the dialog.) An example of a slip of paper for this lesson would be one which contained "15 minutes waiting time & Take 2 tablets every 6 hours".
2. Students can practice in pairs at the same time or students can perform in front of the entire class. Once again - "pharmacists" may use the text; "Mrs. Guerra's" may not.

II. CULTURAL INFORMATION

If the students' level of English is high enough, the students may read the cultural information silently. Afterwards, they can discuss the points presented.

If the students are unable to read this section in English, the instructor may wish to provide the students with this information by giving them translations. After reading this section in their native language, the students may wish to exchange brief comments either in their native language or in English.

III. READING

A. Vocabulary Exercise (For receptive learning)

1. The instructor reads the words orally. The students repeat. The instructor should give the students time to study the new words by using the illustrations, definitions, or native language support materials. (The instructor should also go over the definitions in greater detail if s/he feels the students do not understand the meaning of the words at this time.)
2. The instructor explains the instructions for the exercise. The students complete the exercise silently and individually. Students' answers should be checked by the instructor before proceeding to the other Reading exercises.

B. Reading Exercises

First, the instructor should explain the instructions. Students then complete the exercises silently and individually. Students' answers should be checked by the instructor either in class or after class.

IV. COMPUTATION

The instructor should explain the instructions. Students complete the exercise silently and individually. Students' answers should be checked by the instructor either in class or after class.

V. PROBLEM-SOLVING

The instructor should explain the instructions. Students complete the exercise silently and individually. Students' answers should be checked by the instructor either in class or after class.

DIALOG



Mrs. Guerra brings a prescription to the pharmacy.

Mrs. Guerra: Excuse me, sir. Are you the pharmacist?

Pharmacist: Yes, I am.

Mrs. Guerra: I have a prescription. Can you fill it now?

Pharmacist: Yes, I can. Please give it to me.

Mrs. Guerra: Here you are. When will it be ready?

Pharmacist: In ten minutes.

(Ten minutes later.)

Pharmacist: Mrs. Guerra.....

Mrs. Guerra: I'm Mrs. Guerra. Do you have my medicine now?

Pharmacist: Yes, here it is. Pay in front, please.

Mrs. Guerra: When do I take this medicine?

Pharmacist: Take two tablets every four hours.

Mrs. Guerra: Thank you very much.

DIALOG VARIATION

Mrs. Guerra: Excuse me, sir. Are you the pharmacist?

Pharmacist: Yes, I am.

Mrs. Guerra: I have a prescription. Can you fill it now?

Pharmacist: Yes, I can. Please give it to me.

Mrs. Guerra: Here you are. When will it be ready?

Pharmacist: In ten minutes.

(Ten minutes later.)

Mrs. Guerra: I'm Mrs. Guerra. Is my medicine ready?

Pharmacist: I'm sorry. It's not ready yet. Come back in
twenty minutes.

Mrs. Guerra: Thank you.

(Twenty minutes later.)

Pharmacist: Mrs. Guerra...

Mrs. Guerra: I'm Mrs. Guerra. Do you have my medicine now?

Pharmacist: Yes, here it is. Pay in front please.

Mrs. Guerra: When do I take this medicine?

Pharmacist: Take two tablets every four hours.

Mrs. Guerra: Thank you very much.

CULTURAL INFORMATION

In the United States, contrary to other countries, medicine is bought at a pharmacy or at a pharmacy counter in a department store. Some medicines can be bought without a prescription, but most medicines need a prescription from a doctor. If a person is very sick, it is not possible to buy regular medicine at a pharmacy without a prescription. It is necessary for a doctor to write a prescription. ONLY a doctor can write a prescription for the purchase and use of medicine.

READING

A. Vocabulary - Study the words below.

1. label



12. store in refrigerator

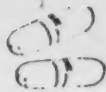


2. bottle

13. do not take internally



3. capsules



14. avoid alcoholic beverages



4. dropper



15. may cause drowsiness



5. drop

16. may cause nausea

6. liquid

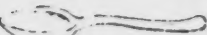
17. may cause dizziness

7. one teaspoonful

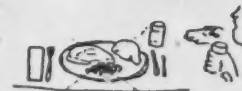


18. Do not take with ____

8. one tablespoon



19. Take on an empty stomach



9. daily - every day

20. Finish all medication.



10. orally



21. This RX may be refilled ____ times.

11. as needed for



Draw lines connecting the words to the meanings.

1. capsule



2. dropper



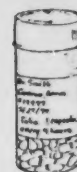
3. orally



4. Do not take internally.



5. bottle



6. Store in refrigerator.



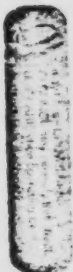
7. Finish all medication.



8. Avoid alcoholic beverages.



- B. Read the labels.
Show the time you should take the medicine.
Show the medicine you should take.

 **medicare pharmacy**
LOW COST PRESCRIPTION SERVICE
9 a.m. to 6 p.m. Mon. thru Fri. • 9 a.m. to 5 p.m. Sat. • closed Sun.
4874 W. Dempster • Skokie, Ill. 60077
677-6030
No. 233-242 Dr. Bahey
Tom Tolhurst
Take 1 capsule every 4 hours,
as needed for itching.
Benadryl 50mg. #30
1.26.79bh
AM 385724 This Rx may be refilled _____ times.





**LEE'S GLENVIEW
PHARMACY**

1523 Waukegan Rd. Richard Polin, B.S., R.Ph. Glenview, Ill.

No. 188101 Dr. Helman
Carmen Tolhurst; 10/14/78n
Take 1 tablet orally
4 times daily. #30
Inderal 10mg

PHONE PARK 4-7414



GRIMM'S

73 Boulder Hill Pass
Aurora, Ill.

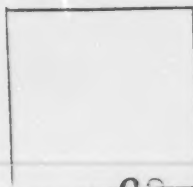
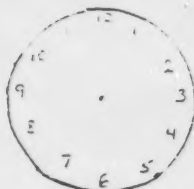
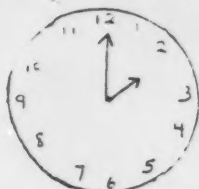
No. 163464 Dr. Hao

Nina Ketchel

Take 2 teaspoonfuls every 4
hours.

Refills remaining 0

Dimetane Expect. Robin
16 Feb, 78 802.



III 68
77

COMPUTATION

Read the problems. Write the answers on the lines.

1. Mrs. Yi has a sore throat. She has a bottle of penicillin pills. 20 pills are in the bottle. Mrs. Yi takes one pill four times a day.

How many days will she use this bottle of pills? _____

2. Mr. Phan has an earache. He has a bottle of tablets. 24 tablets are in the bottle. He takes one tablet three times a day.

How many days will he use this bottle? _____

3. José Mendez has a backache. He has a bottle of tablets for the pain. 36 tablets are in the bottle. He takes two tablets three times a day.

How many days will he use this bottle? _____

4. Sohayla Bayat has a cold, Her doctor said, "Take two of these tablets four times a day." The bottle has 40 tablets in it.

How many days will she use this bottle? _____

5. Meifa Chun takes medicine for her heart. She takes 2 tablets every day. The bottle from the pharmacy has 60 tablets in it.

How many days will she use this bottle? _____

PROBLEM-SOLVING

A. Look at the labels. Answer the questions.

GRIMM'S
73 Boulder Hill Pass
Aurora, Ill.
No. 163464 Dr. Hao
Nina Ketchel
Take 2 teaspoonfuls every 4
hours.
Refills remaining 0
Dimetane Expect. Robin
16 Feb, 78 802.

1. Is this prescription
medicine? _____

MEDI - GUARD
5 grain
ASPIRIN
pain reliever
For temporary relief of minor
headache, muscular aches and
pains.
DOSAGE: For children 3 to 6
years 1/4 tablet. 6 to 12
years 1/2 tablet. For adults
1 to 2 tablets. No more than
12 tablets in 24 hours. For
children under 3 years, consult
your physician.

2. Is this prescription
medicine? _____

HAMILTON DRUG CENTER
Aurora, Ill. 34 S. Main
No. 61233 Dr. Gubler
Tylenol #2
Take one tablet every 4 hours
as needed for pain.
Ramirez. 10.11.78
Phone: 888-0410

3. Is this prescription
medicine? _____

B. Circle the correct answer.

1. Alberto Garcia has a headache.
 - a. He should take aspirin.
 - b. He should go to the doctor.

2. Maria Lopez had a headache Monday. She had a headache Tuesday. Today is Wednesday. She has a headache, a fever of 102 degrees, and a sore throat.
 - a. She should take two aspirin.
 - b. She should go to a doctor.

3. Mario Ramirez is 8 years old. He has a stomach ache today.
 - a. He should take Pepto-Bismol.
 - b. He should go to the doctor.

4. Mario had a stomach ache yesterday. Today he has a stomach ache, nausea, and a fever of 103 degrees.
 - a. He should take Pepto-Bismol.
 - b. He should go to the doctor.

5. Mrs. Sung has a cough today.
 - a. She should take Vicks 44.
 - b. She should go to the doctor.

6. Mrs. Sung had a cough Sunday. She had a cough Monday. Today is Tuesday. She has a cough today.
 - a. She should take Vicks 44.
 - b. She should go to the doctor.

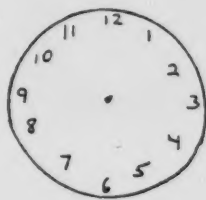
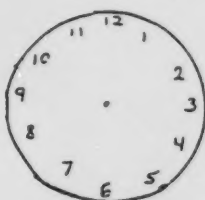
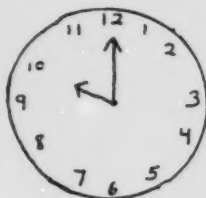
PRE/POST TEST - READING

Read the labels.

Show the time you should take the medicine.

Show how much medicine you should take.

DRUCE DRUG STORE	
No. 234356	Dr. Goldran
Sara Staben	
One capsule every four hours	
Amoxil 250 mg.	
Store in refrigerator.	



W A L C R E E N P H A R M A C Y	No. 312365	Dr. Topper
	Sorayla Hosseinbeigi	
	Two drops in left ear every 3 hours	
	Do not take internally	Colymycin S otic



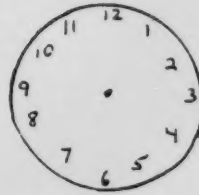
No. C5365

Dr. Ganez

Elena Rodriguez

Take 2 to start. Then one tablet
every 6 hours.

Pentids 200 mg.



No. 86755

Dr. Pfingsen

Dobrosav Pantic

Take 2 teaspoons every 3 hours.

Avoid alcoholic beverages.



PRE/POST TEST - COMPUTATION

Write the correct answers.

1. Anh Ba Phan has a fever. He has a bottle of capsules.
15 capsules are in the bottle. He takes one pill 3 times a day.

How many days will he use this bottle? _____

2. Teresa Cepeda has a sore throat and a cough. She has a bottle of tablets. 24 tablets are in the bottle. Teresa takes 2 tablets 4 times a day.

How many days will she use this bottle? _____

3. Slobodan Antonic has a sore hip. He has a bottle of 30 capsules for pain. His doctor said, "Take 2 tablets 3 times a day."

How many days will he use this bottle? _____

4. Sun Kwan takes medicine every day for her stomach problems. She takes 2 capsules every morning and 1 capsule every evening. 36 capsules are in the bottle.

How many days will she use this bottle? _____

5. Arturo Garcia has an ear infection. His doctor said, "Take this medicine for 10 days. Take 4 tablets every day."
Arturo got a bottle of 32 tablets from the pharmacist.

How many days will he use this medicine? _____

Will he need a refill? _____

SCORE: _____

PRE/POST TEST - PROBLEM-SOLVING

Answer the questions.

VICKS

Formula 44D

Decongestant cough Mixture

Antitussive. Expectorant

Nasal Decongestant

Cherry Flavored

Adult Dose:

12 years and over. 2 teaspoon-

fuls. Child Dose: 2 to 6

years. 1/2 teaspoonfuls. 6 to

12 years 1 teaspoonful. No

more than 6 doses per day.

Repeat every 4 hours as needed.

1. Is this prescription medicine? _____

GRIMM'S

73 Boulder Hill Pass Aurora, Ill.

No. 163463

Dr. Granger

Maria Mejia

Take 1 tablet 4 times daily.

Refills remaining 0

X V-Cillin K tabs. 250mg.

2.25.78

40ea.

2. Is this prescription medicine? _____

SCORE: _____

PRE/POST TEST - PROBLEM-SOLVING

Circle the correct answer.

1. Tuyet Tan has a stomach ache today.
 - a. She should take Pepto-Bismol.
 - b. She should go to a doctor.

2. Manuel Gonzalez had a heachache Monday. He had a headache Tuesday and Wednesday. He has a headache today.
 - a. He should take aspirin.
 - b. He should go to a doctor.

3. Karl Schwartzmann had a sore throat Saturday. He had a sore throat Sunday. Today he has a sore throat and a fever of 101 degrees.
 - a. He should take aspirin.
 - b. He should go to a doctor.

4. Masumi Sugimoto has a backache today.
 - a. She should take aspirin. .
 - b. She should go to a doctor.

5. Carmen Mendez is pregnant. She has a cough.
 - a. She should take Vicks Formula 44 cough medicine.
 - b. She should call the doctor.

SCORE: _____

IV
CBAE/ESL MODULE

Going to the Emergency Room

written by: Caroline S. Dobbs, Pat Hunsaker,
& Francis Mullin

illustrated by: Nancy Webb

Consultant: Linda G. Mrowicki



OUTCOMES:

1. LISTENING/SPEAKING

- a. The learners will be able to respond correctly to the emergency room attendant's questions and to describe the amount and time of a drug overdose.
- b. The learners will be able to orally respond to questions regarding the information needed for medical forms.

2. READING

- a. The learners will be able to follow directions on patent medicine labels.
- b. Given hospital parking signs, the learners will be able to identify who may park in each area.

3. WRITING - None.

4. COMPUTATION

- a. The learners will be able to estimate the amount of medicine ingested by a patient.
- b. The learners will be able to estimate the time elapsed since ingestion.

5. PROBLEM-SOLVING

The learners will be able to determine the need for emergency treatment as indicated by directions and cautions on the label of a medicine bottle or packet.

CULTURAL INFORMATION

The learners will become aware of the fact that hospital staff will often ask friends and relatives of the patient to wait outside of the Emergency Room while the doctor is treating the patient. The learners are also cautioned to stay calm when describing the problem to the hospital staff.

EVALUATION:

1. LISTENING/SPEAKING

- a. The learners are asked to role-play a dialog between themselves and an emergency room attendant (the instructor). Given a card which describes the medicine ingested by a child, the learners will be able to answer all the emergency room attendant's questions concerning the time and amount of medicine ingested with 100% accuracy.
- b. The learners are asked to role-play a conversation between themselves and a receptionist (the instructor). The learners will be able to orally relate the information necessary for medical forms with 100% accuracy.

2. READING

- a. Given a label, the learners will be able to state the dosage for 5 children of different ages with 100% accuracy.
- b. Given two situations, the learners will be able to specify where the individuals may park with 100% accuracy.

3. COMPUTATION

Given four situations, the learners will be able to state when and how much medicine was ingested with 80% accuracy.

4. PROBLEM-SOLVING

Given two situations, the learners will be able to state if the two children should be taken to the Emergency Room with 100% accuracy.

INSTRUCTIONAL RESOURCES AND ACTIVITIES

A. REQUIRED LEVEL OF ENGLISH

RECEPTIVE: Questions -- "How much did he (she) take?"
Yes/No present tense questions with "have"
Yes/No questions with "can"

PRODUCTIVE: Affirmative present tense statements with "be"
Affirmative past tense statements with "take", "buy", & "see".
Affirmative past tense statements with "be"+adj. "It was _____."

USE WITH THE TEXTS:

New Horizons: After Unit 10, Book Two.

English as a Second Language - A New Approach for the 21st Century: After lesson 26.

B. INSTRUCTIONAL ACTIVITIES

I. DIALOG

A. Oral Presentation

1. The instructor should present the dialog orally, using the appropriate visual. Students should listen only.
2. The instructor then focuses on any new words. In this lesson, the following words might need to be introduced:

What happened?
took
cough

ago
full
Don't worry.

What's the matter?
How long ago?

The instructor then asks the students to identify, describe, define, explain or give a related word for the new vocabulary. If the students cannot provide a suitable definition of a word, the instructor should then do so. After all the words have been discussed, the instructor should model the words orally with the students repeating until their pronunciation is satisfactory.

3. The instructor should present the dialog orally. Again the students listen only.
4. The instructor performs the dialog again but this time the students repeat Mrs. Guerra's lines. In performing the dialog, the instructor reads BOTH roles, but the students repeat only Mrs. Guerra's lines.

The instructor may wish to draw the following visual cues on the blackboard to assist the students in remembering their part. Each cue stands for one of Mrs. Guerra's lines.



5. After the entire class has practiced Mrs. Guerra's part several times, the instructor performs the dialog again with one or a few of the more proficient students in the role of Mrs. Guerra.

B. Reading Practice

1. The instructor reads the entire dialog orally with the students following along silently.
2. The instructor reads the dialog line by line with the class repeating.
3. The instructor assigns individual students a role to read orally.

C. Oral Practice in Pairs

1. The class should be divided into pairs. Student A reads the role of the attendant while Student B plays the role of Mrs. Guerra without the use of the paper.
2. The students reverse roles. Student B reads the attendant's lines, while Student A practices Mrs. Guerra's part without the text. Students practice until they feel comfortable with Mrs. Guerra's role.

D. Guided Practice in Pairs

1. The instructor divides the students into pairs. The "Mrs. Guerra's" should be provided with slips of paper that contain information about the amount of medicine ingested. (This information should be different from that in the dialog.) An example of a slip of paper for this lesson would be one that contained "half a bottle of aspirin".
2. Students can practice in pairs at the same time or students can perform in front of the entire class. Once again - "attendants" may use the text; "Mrs. Guerra's" may not.

DIALOG II

This dialog should be practiced following the steps above; however, students should provide information about themselves rather than supplying the personal information about Mrs. Guerra.

II. CULTURAL INFORMATION

If the students' level of English is high enough, the students may read the cultural information silently. Afterwards, they can discuss the points presented.

If the students are unable to read this section in English, the instructor may wish to provide the students with this information by giving them translations. After reading this section in their native language, the students may wish to exchange brief comments either in their native language or in English.

III. READING

A. Vocabulary Exercise (For receptive learning!)

1. The instructor reads the words orally. The students repeat. The instructor should give the students time to study the new words by using the illustrations, definitions, or native language support materials. (The instructor should also go over the definitions in greater detail if s/he feels the students do not understand the meaning of the words at this time.)
2. The instructor explains the instructions for the exercise. The students complete the exercise silently and individually. Students' answers should be checked by the instructor before proceeding to the other Reading exercises.

B. Reading Exercises

First, the instructor should explain the instructions. Students then complete the exercises silently and individually. Students' answers should be checked by the instructor either in class or after class.

IV. COMPUTATION

The instructor should explain the instructions. Students complete the exercise silently and individually. Students' answers should be checked by the instructor either in class or after class.

V. PROBLEM-SOLVING

The instructor should explain the instructions. Students complete the exercise silently and individually. Students' answers should be checked by the instructor either in class or after class.

DIALOG



Mrs. Guerra: Help, doctor. My child is sick.

Emergency Room

Attendant: What's the matter? What happened?

Mrs. Guerra: He took some cough medicine.

Emergency Room

Attendant: When? How long ago?

Mrs. Guerra: I don't know. I saw the bottle on the floor
at 3 o'clock.

Emergency Room

Attendant: That was an hour ago. Do you have the bottle?

Mrs. Guerra: Yes. Here it is.

Emergency Room

Attendant: How much did he take?

Mrs. Guerra: I don't know. I bought it yesterday. The bottle
was full this morning.

Emergency Room

Attendant: O.K. Thanks. Please wait outside.

Mrs. Guerra: Will my baby be all right?

Emergency Room

Attendant: Don't worry. He's going to be O.K.

DIALOG



Clerk: Are you the patient?

Mrs. Guerra: No, my son is sick.

Clerk: What's his name?

Mrs. Guerra: Juan.

Clerk: Juan what? What's his last name?

Mrs. Guerra: Guerra.

Clerk: Could you spell that please?

Mrs. Guerra: G-U-E-R-R-A.

Clerk: What's your address?

Mrs. Guerra: 120 White Street.

Clerk: How old is your son?

Mrs. Guerra: He's four years old.

Clerk: Do you have insurance?

Mrs. Guerra: No, I don't.

Clerk: Can you pay cash?

Mrs. Guerra: Yes. I have money with me.

CULTURAL INFORMATION

In the Emergency Room, the doctors have to examine the patient. If you bring someone to the Emergency Room, the doctor will ask you to wait outside while he examines the patient. It is easier for the doctor to examine the patient when no one is around to disturb him. As soon as he is finished, he will tell you about the condition of the patient.

You must remember that no matter how serious the condition of the patient is, you must stay calm. It will be easier for you to describe the problem and easier for the doctor to understand you, if you speak slowly and calmly.

READING

A. Vocabulary - Study the words.

1. directions

12. whole = all

2. adult = a person 18 years
old or older

13. How often? = How many times?

3. exceed

14. directed

4. caution

15. recommended

5. warning

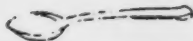
16. dose, dosage

6. physician = doctor

17. consult = talk to a doctor

7. swallow

18. chew

8. teaspoonful 

19. tabs. = tablets

9. 24 hour period = one day

20. hrs. = hours

10. one-half



21. yrs. = years

11. frequent = often

Draw lines connecting the words to the meanings.

1. frequent _____ often

2. physician _____ tablets

3. consult _____ hours

4. teaspoonful _____ talk to a doctor

5. one-half _____ doctor

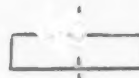
6. How often?



7. tabs.

How many times?

8. yrs.



9. hrs.

years

B. Read the labels. Answer the questions.

NDC 031-0000-12 4 FL. OZ.

Robitussin-PE
EXPECTORANT DECONGESTANT

REVISED FORMULA
Each 5-gram (15 mL) contains:
Guaifenesin, NF 100 mg
Pseudoephedrine
Hydrochloride, NF 30 mg
In a pleasant, aromatic syrup
with Alcohol 3.4 per cent
**KEEP THIS AND ALL MEDICINES
OUT OF REACH OF CHILDREN**

For the temporary relief of
cough and nasal congestion
due to the common cold

AMROBINS

CAUTION:
Persistent cough may indicate a
serious condition. If cough persists
or high fever is present, use only
as directed by a physician. Persons
with high blood pressure, heart
disease, diabetes, or thyroid dis-
ease should use only as directed
by a physician.

75-110-5
DOSAGE:
Adults — One teaspoonful every
four hours. Do not exceed four tea-
spoonfuls in a 24 hour period.
Children—4 to 12 years: One-half
the adult dosage. Under 6 years:
Use only as directed by a physician.
Do not exceed recommended dosage

U.S. PATENT OFFICE, WASHINGTON, D.C. 20540

DOSAGE: One teaspoonful every four hours. Do not
exceed four teaspoonfuls in a 24-hour period.
Children 6-12 years: One-half the adult dosage.
Under 6 years: Use only as directed by physician.

Do not exceed recommended dosage.



1. How much is one adult dose? _____
2. How many times in 24 hours can an adult
take this medicine? _____
3. Can children 6-12 years old take this medicine? _____

FOR SAFETY, CHILD RESISTANT CONTAINER
Triaminicin

Each Triaminicin Tablet contains:
Phenylpropanolamine hydrochloride 30 mg
Chlorpheniramine maleate 4 mg
Aspirin 325 mg
Caffeine 32 mg

For prompt temporary relief of nasal congestion,
sinus headache, and minor aches and
pains due to the common cold, hay fever and
similar conditions.

CAUTION: Individuals with high blood pres-
sure, heart disease, diabetes or thyroid disease
should use only as directed by physician.
Should not be used by individuals sensitive to
aspirin. If drowsiness occurs, do not drive or
operate machinery.

Store in a dry place at controlled room temperature 15-30°C (59-86°F)



DOSAGE: Adults—one tablet four times a day.
Unless directed by physician, do not exceed
recommended dosage or give to children
under 12 years.

WARNING: Keep this and all medicines out of
the reach of children. In case of accidental
overdose, contact a physician immediately.

Dorsey
LABORATORIES

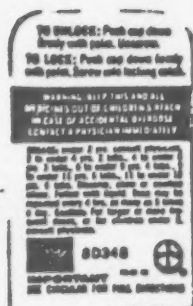
Division of Sandoz Inc. • LINCOLN, NEBRASKA 68501



DOSAGE: Adults - one tablet four times a day.
Unless directed by a physician, do not exceed
recommended dosage or give to children under
12 years.

WARNING: Keep this and all medicine out of the
reach of children. In case of accidental over-
dose, contact a physician immediately.

4. How much is one adult dose? _____
5. How many times in 24 hours can an adult
take this medicine? _____
6. Can children under 12 years old take this medicine? _____



WARNING: Keep this and all medicines out of children's reach.

In case of accidental overdose contact a physician immediately.

DOSAGE: Under two yrs. consult physician.
 2 to under 4 yrs., 2 tabs. 4 to under 6 yrs., 3 tabs. 6 to under 9 yrs., 4 tabs. 9 to under 11 yrs., 5 tabs. 11 to under 12 yrs., 6 tabs.
 Dissolve, chew or swallow whole. Follow with liquid. Dose may be repeated every 4 hrs. as many as 5 times a day. CAUTION: For larger or more frequent doses, or for children under 2, consult physician.

7. How many tablets can a 4 year old child take? _____
8. How many tablets can an 11 year old child take? _____
9. How many times can the dose be repeated? _____
10. How many times a day can a child take this medicine? _____

C. Look at the pictures. Answer the questions.



1. Mrs. Guerra drives her son to the hospital for emergency treatment.

Where can she park? _____

Can she park in the Doctor's Parking Area? _____

2. Mr. Smith is visiting a friend in the hospital.

Where can he park? _____

Can he park in the Emergency Parking Area? _____

Can he park in the Doctor's Parking Area? _____

3. Dr. Jones works at the hospital.

Where can he park? _____

COMPUTATION

Write the correct answers on the lines.

1. A new bottle of cough medicine had four ounces.
It now has two ounces.

How many ounces did the child take? _____

2. Mrs. Guerra bought a bottle of 100 tablets of baby aspirin
yesterday. It is now half-full.

How many tablets are in it now? _____

3. Mrs. Jones saw a full bottle of cough medicine at 3:00.
It is now 4:30. She sees the bottle on the floor. It is empty.

How long ago did the child take the medicine? _____

4. A child took some aspirin tablets at 1:30.
The mother sees the empty bottle at 6:00.

How long ago did the child take the aspirin? _____

5. Mrs. Smith bought a packet of Triaminicin. The packet had
24 tablets. Mrs. Smith took 4 tablets yesterday.
Now the packet has 10 tablets in it.

How many tablets did the child take? _____

PROBLEM-SOLVING

Write the correct answers on the lines.



DOSAGE: -One teaspoonful every four hours. Do not exceed four teaspoonfuls in a 24-hour period.
Children 6-12 years: One-half the adult dosage.
Under 6 years: Use only as directed by physician.

Do not exceed recommended dosage.

1. Mrs. Guerra's son is 6 years old. He took the whole bottle of cough medicine.

Should Mrs. Guerra take him to the Emergency Room? _____

2. Mrs. Chen sees her 3 year old child with the bottle of cough medicine. She does not know how much the child took.

Should Mrs. Chen take her child to the Emergency Room? _____



WARNING: Keep this and all medicines out of children's reach.
In case of accidental overdose contact a physician immediately.

DOSAGE: Under two yrs. consult physician.
2 to under 4 yrs., 2 tabs. 4 to under 6 yrs., 3 tabs. 6 to under 9 yrs., 4 tabs. 9 to under 11 yrs., 5 tabs. 11 to under 12 yrs., 6 tabs.
Dissolve, chew or swallow whole. Follow with liquid. Dose may be repeated every 4 hrs. as many as 5 times a day. CAUTION: For larger or more frequent doses, or for children under 2, consult physician.

- 3.. Jim is 10 years old. He took 6 children's aspirin tablets.

Should his mother take him to the Emergency Room? _____

4. Mrs. Jones' 1-year old baby took half a bottle of aspirin tablets.

Should Mrs. Jones take her baby to the Emergency Room? _____

PRE/POST TEST - READING

A. Answer the questions.



WARNING: Keep this and all medicines out of children's reach.

In case of accidental overdose contact a physician immediately.

DOSAGE: Under two yrs. consult physician.
2 to under 4 yrs., 2 tabs. 4 to under 6 yrs.,
3 tabs. 6 to under 9 yrs., 4 tabs. 9 to under
11 yrs., 5 tabs. 11 to under 12 yrs., 6 tabs.
Dissolve, chew or swallow whole. Follow with
liquid. Dose may be repeated every 4 hrs.
as many as 5 times a day. CAUTION: For larger
or more frequent doses, or for children under
2, consult physician.

1. How many tablets can a 2 year old child
take in a 24 hour period? _____
2. How many tablets can an 8 year old child
take in a 24 hour period? _____
3. How many tablets can a one year old child
take in a 24 hour period? _____
4. How many tablets can a 12 year old child
take in a 24 hour period? _____
5. How many tablets can a 6 year old child
take in a 24 hour period? _____

B. Answer the questions.



Mrs. Rodriguez is visiting a friend at the hospital.

1. Can she park in the Emergency Parking Area? _____
2. Can she park in the Doctors Parking Area? _____
3. Can she park in the Visitors Parking Area? _____

Mr. O'Brien is going to the Emergency Room.

4. Can he park in the Emergency Parking Area? _____
5. Can he park in the Visitors Parking Area? _____

SCORE: _____

PRE/POST TEST - COMPUTATION

Answer the questions.

1. A bottle of medicine had 5 ounces.

A child took some medicine.

The bottle has 3 ounces now.

How many ounces did the child take? _____

2. Mrs. Pham bought a bottle of aspirin. It had 50 tablets.
It is now half-full.

How many aspirin are in it now? _____

3. Mr. Schmidt saw a full bottle of medicine at 4:00.
It is now 5:30.
The bottle is empty.

When did the child take the medicine? _____

4. Mrs. Reed bought a bottle of medicine.
It had 50 tablets.
She took 2 yesterday.
Now the bottle has 25.

How many did her child take? _____

SCORE: _____

PRE/POST TEST - PROBLEM-SOLVING

Answer the questions.



WARNING: Keep this and all medicines out of children's reach.

In case of accidental overdose contact a physician immediately.

DOSAGE: Under two yrs. consult physician.

2 to under 4 yrs., 2 tabs. 4 to under 6 yrs., 3 tabs. 6 to under 9 yrs., 4 tabs. 9 to under 11 yrs., 5 tabs. 11 to under 12 yrs., 6 tabs.

Dissolve, chew or swallow whole. Follow with liquid. Dose may be repeated every 4 hrs.

as many as 5 times a day. CAUTION: For larger or more frequent doses, or for children under 2, consult physician.

1. Juan Gomez is 2 years old.

He took 6 aspirin tablets.

Should he go the Emergency Room?

2. Yi Lam is 10 years old.

She took 6 aspirin tablets.

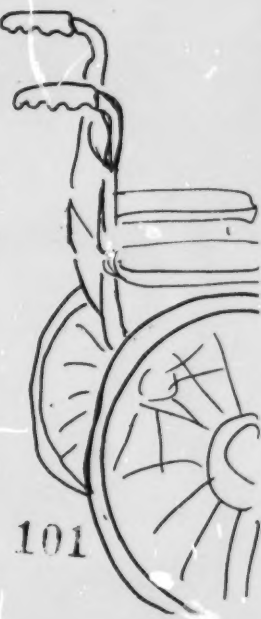
Should she go to the Emergency Room?

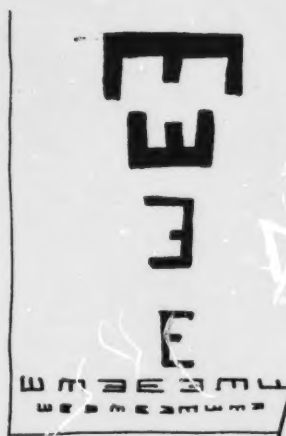
















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